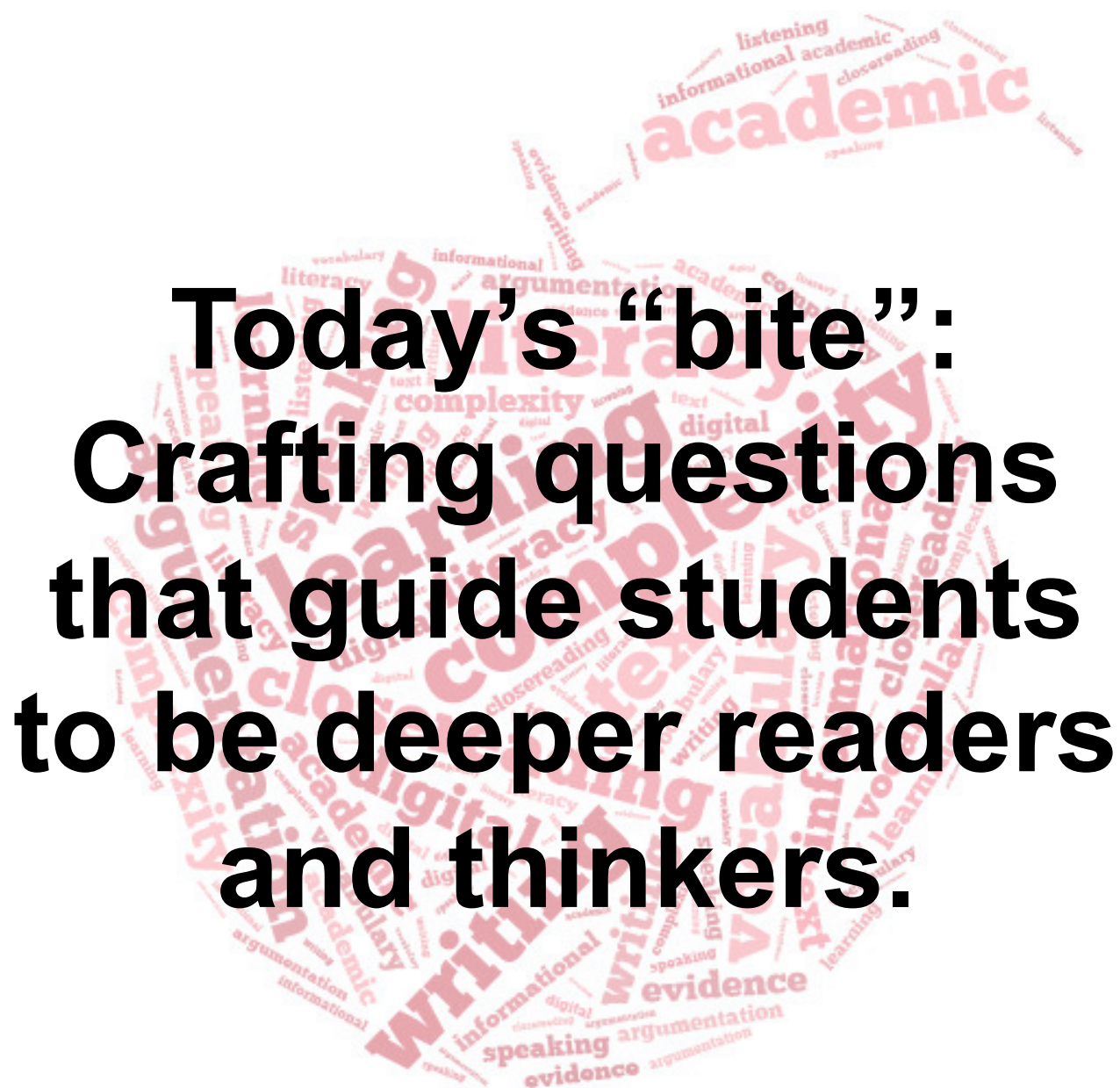


**IF,
WHEN
and
HOW TO
Read Closely**



Learning Targets:

- ◎ **I CAN identify instructional techniques to develop and scaffold students' critical reading experiences.**



**Today's "bite":
Crafting questions
that guide students
to be deeper readers
and thinkers.**



Learning To Ask and Answer Questions Effectively
Effective questions are those that are open-ended, clear, and specific. They are also relevant to the topic at hand. When asking a question, it is important to listen carefully to the answer and to ask follow-up questions if needed. This will help you to understand the topic better and to develop your own ideas.

Use Student Questions to Drive Discussion
One way to use student questions is to use them as a starting point for a discussion. This can be done by asking the class to discuss the question and then to share their answers. This will help you to understand the topic better and to develop your own ideas.

Let Them Make Mistakes
Allow students to make mistakes and to learn from them. This is an important part of the learning process. When students make mistakes, they are often able to learn from them and to develop their own ideas. This will help you to understand the topic better and to develop your own ideas.

Model 1
Model 1 is a process for developing a question. It involves asking a question, listening to the answer, and then asking a follow-up question. This will help you to understand the topic better and to develop your own ideas.

Model 2
Model 2 is a process for developing a question. It involves asking a question, listening to the answer, and then asking a follow-up question. This will help you to understand the topic better and to develop your own ideas.

Model 3
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Model 4
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Model 5
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Model 6
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Be a Close Reader Yourself

Always Set a Purpose for Reading

Model It

Show your students a glimpse into your brain to witness your thinking process. Spend time reading new or interest with the text, how to question, how to solve unknown words and process. Modeling (direct) necessarily have to be direct steps in a lesson. It is often most effective when it is specifically responsive to students' needs, rather than a generic "process". Use language to name and notice the thinking, divide the same to make students' thinking visible. This is especially important when asking and giving feedback.

Teach Students to Look for the Evidence

Think about higher order questions will guide students into expecting their thinking with evidence that is both hard and informal. When students read the text, the detectives, they learn to extract information from both and grasp how it is conveyed, as well as analyze and connect sources of information. Push students to go beyond reciting facts and go on to asking probing questions such as "How do you know?" and "What makes you think that?"

Design Intentional Scaffolds

Promoting a culture of high expectations for all students is a fundamental aspect of the new standards. To promote successful self-expectation, spring students will need temporary supports to help them learn how and when to read closely. Gradual and playful removal of these scaffold occurs as students become more successful and independent with the text.

Select Texts that Provide "Stretch"

The purpose for having students learn to read closely is to develop their ability to read increasingly complex texts over time. As you choose texts to use with your students, think about your purpose behind each text. Look for texts or articles that raise authentic questions and could be interpreted differently depending on each student's background knowledge or prior reading. If you're working with a novel, focus on a section that lends itself to ambiguity and interpretation.

Let Them Make Mistakes

Allow students to grapple with ideas and to experience divergent thinking. Regularly encountering challenges and mistakes builds a growth mindset and develops intellectual resilience. When students encounter difficulties, don't immediately jump in to rescue. Instead, ask questions that will help them to think through the problem, identify, and choose a course of action for moving forward. We all can learn a lot from making mistakes, pushing ourselves out of our comfort zone, and taking risks to try new things.

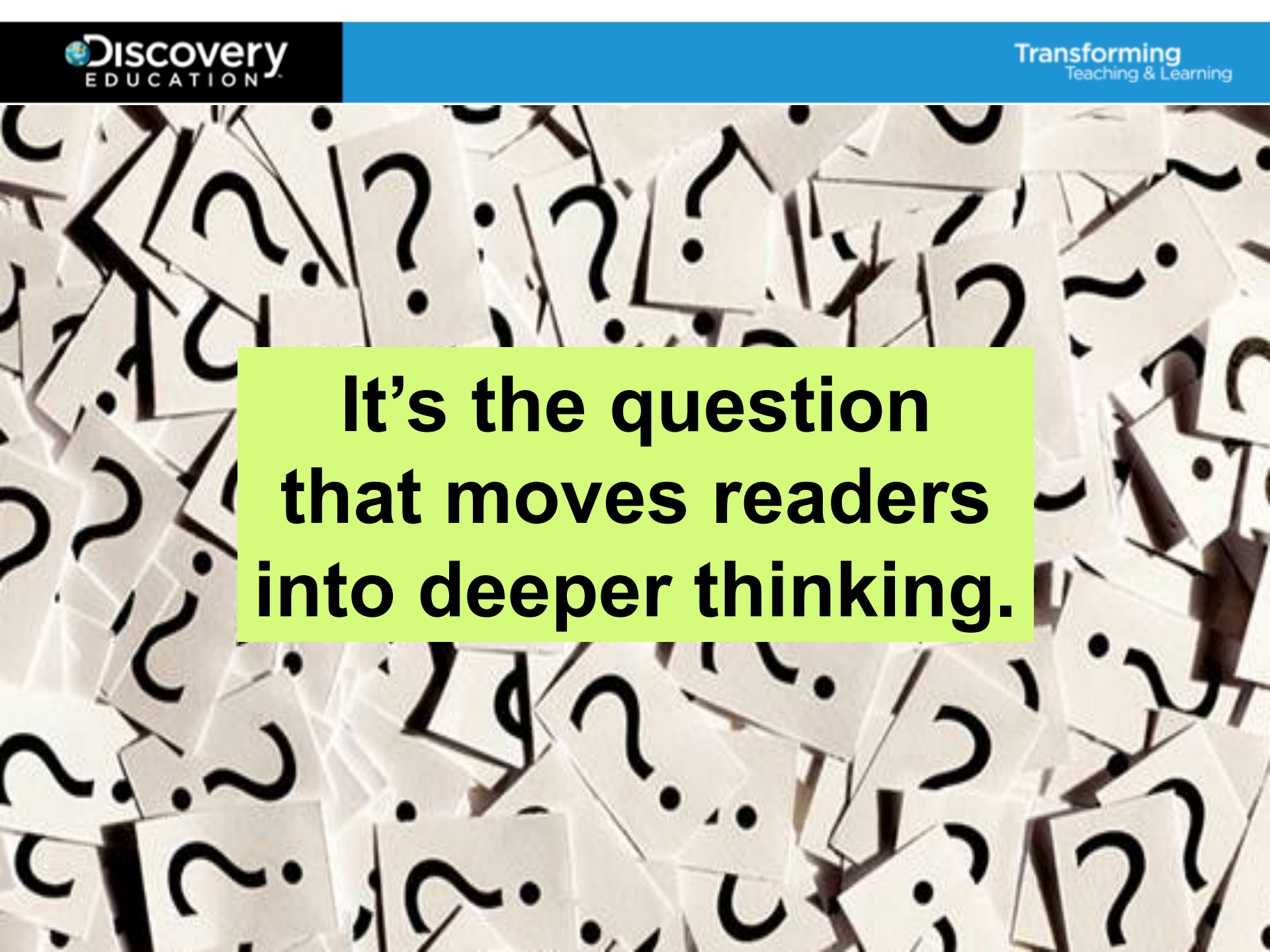
Use Student Questions to Drive Discussion

Closely Read Across the Curriculum

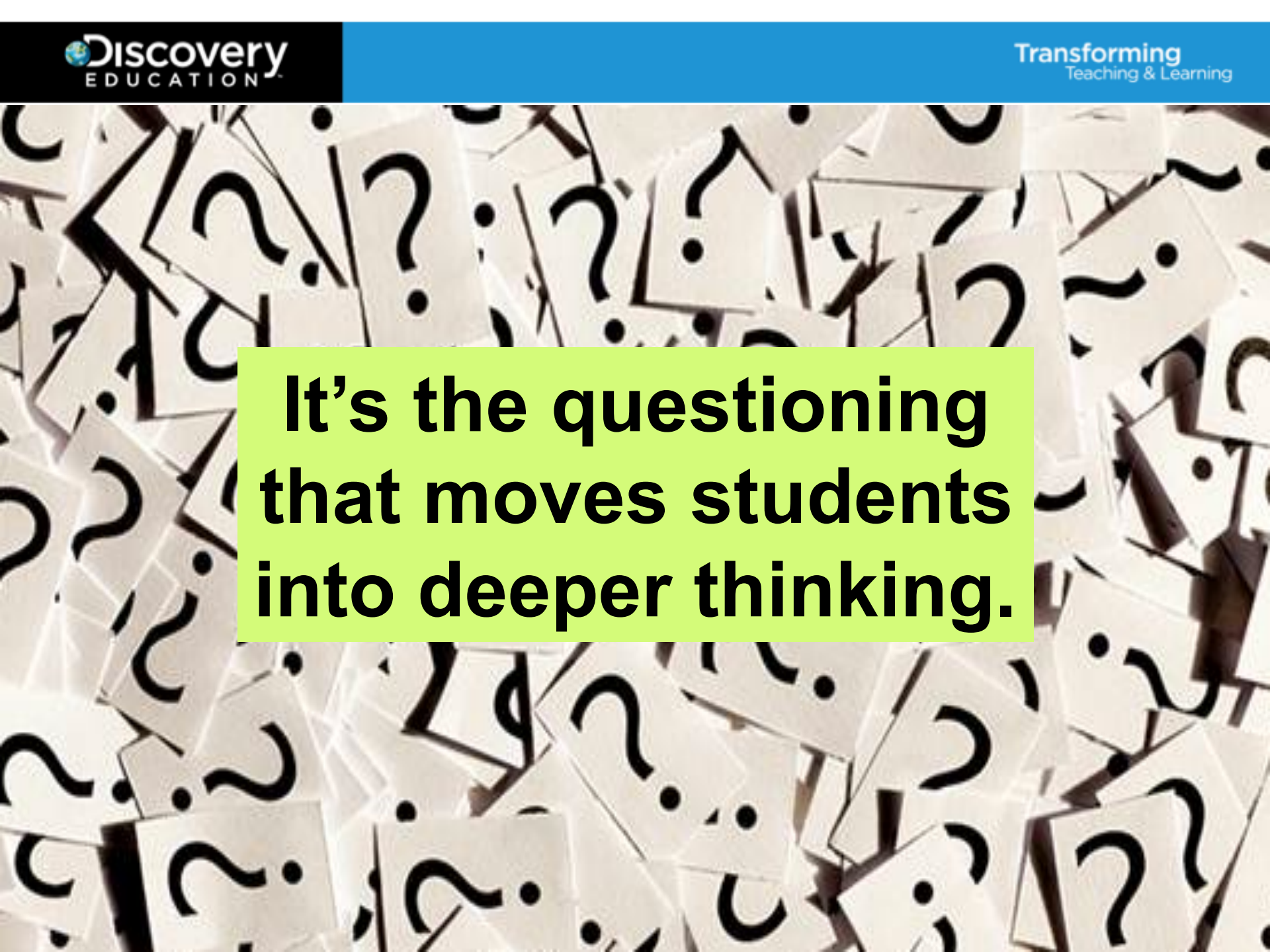
Don't forget that close reading can happen in science, social studies, math, and other subjects. Students can spend time delving into charts and graphs in science, discussing a math concept, or working to truly understand the various interpretations of a speech in social studies.

Diversify the Text and How Students Interact with It

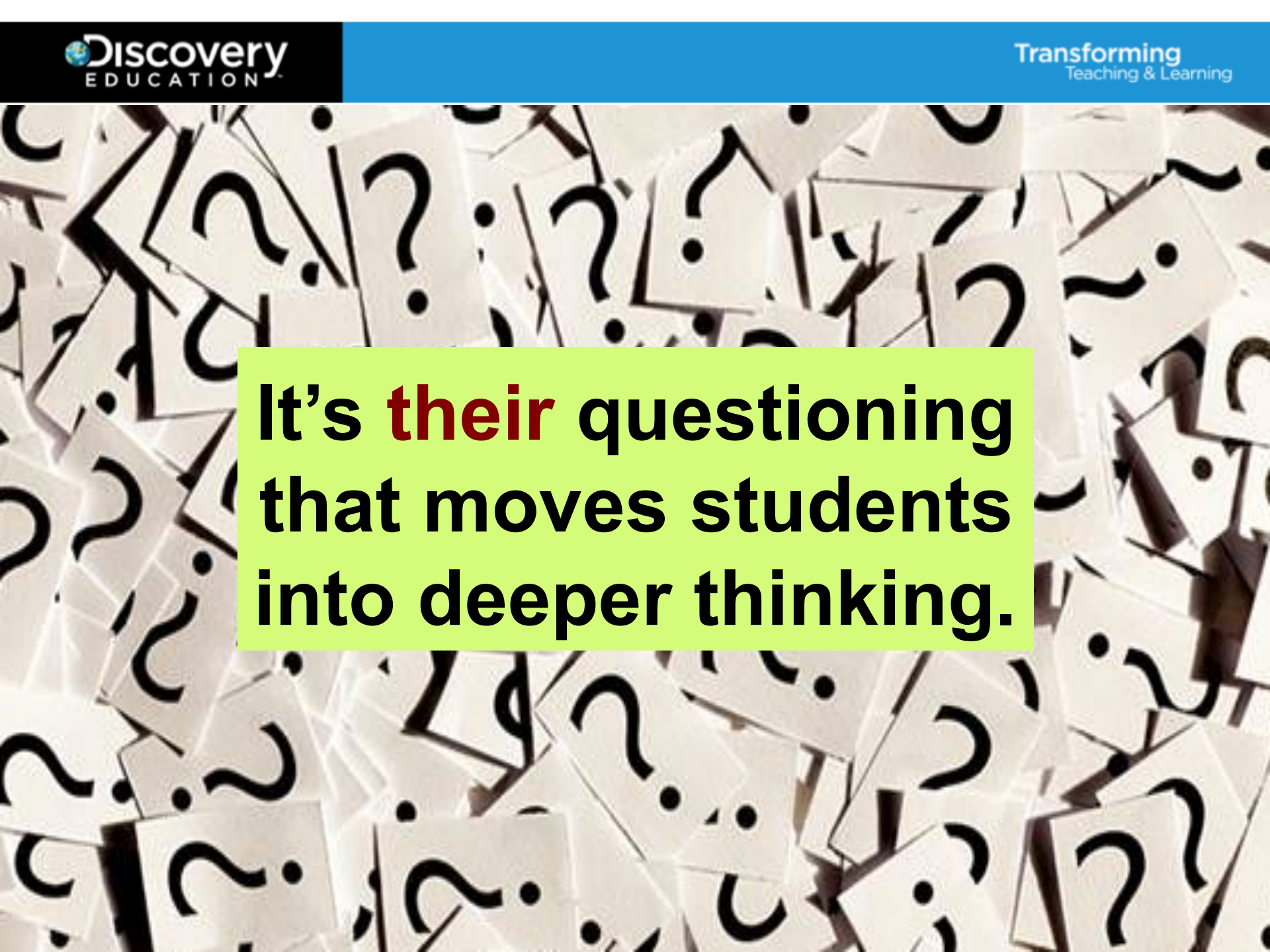
Given if students aren't able to closely read independently, they can still apply critical thinking skills to a passage. Students may listen to an oral reading of the text, work in a small group with teacher support, or work with a partner to reread a text and prepare for discussion. Consider using different types of text, including picture books, short stories, poems, images, and video clips.

The background of the slide is a dense, overlapping collage of numerous small, rectangular pieces of light-colored paper. Each piece features a large, bold, black question mark, creating a visual texture of inquiry and curiosity.

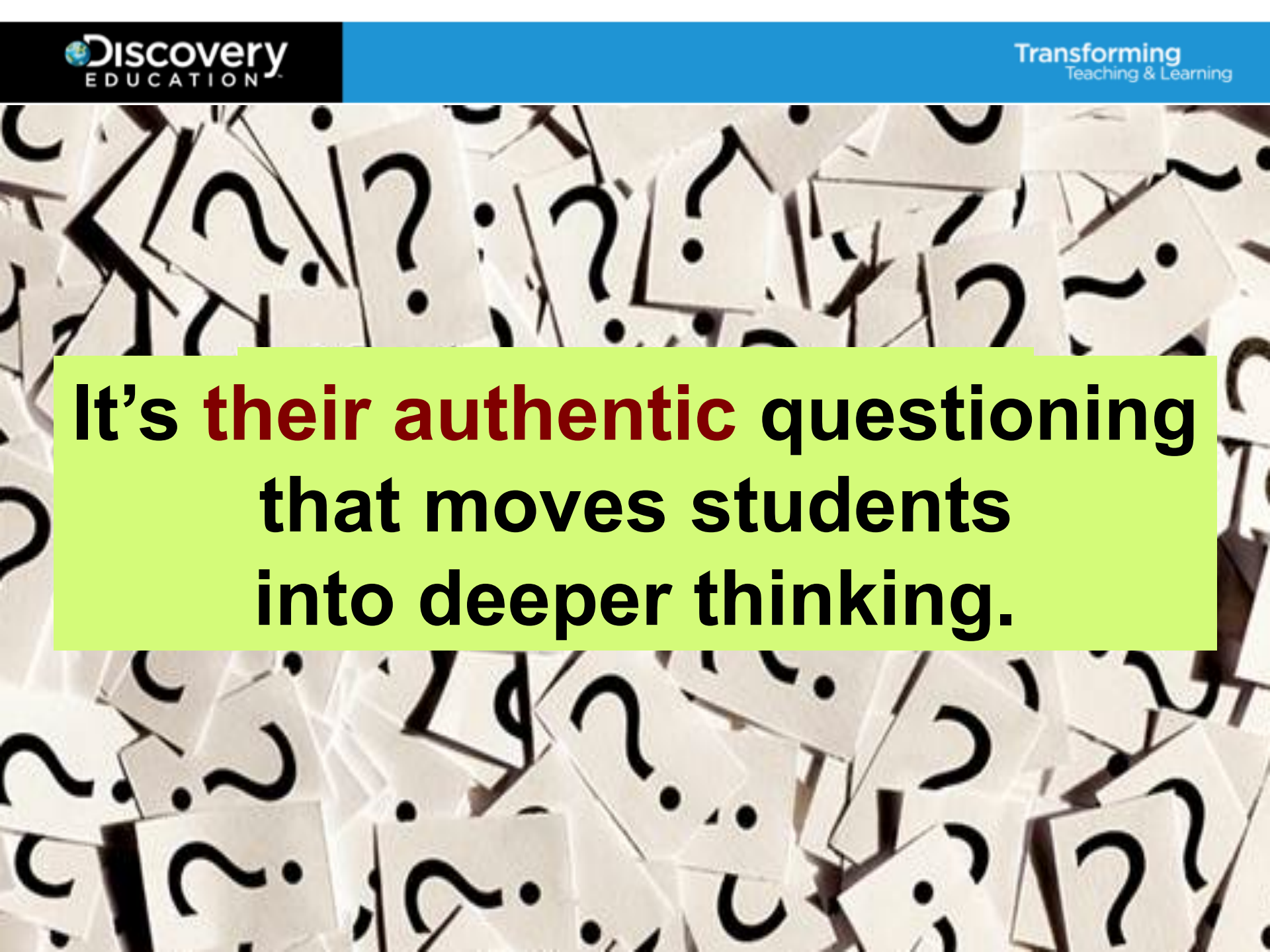
**It's the question
that moves readers
into deeper thinking.**

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**It's the questioning
that moves students
into deeper thinking.**

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It's **their questioning
that moves students
into deeper thinking.**



It's **their authentic questioning
that moves students
into deeper thinking.**

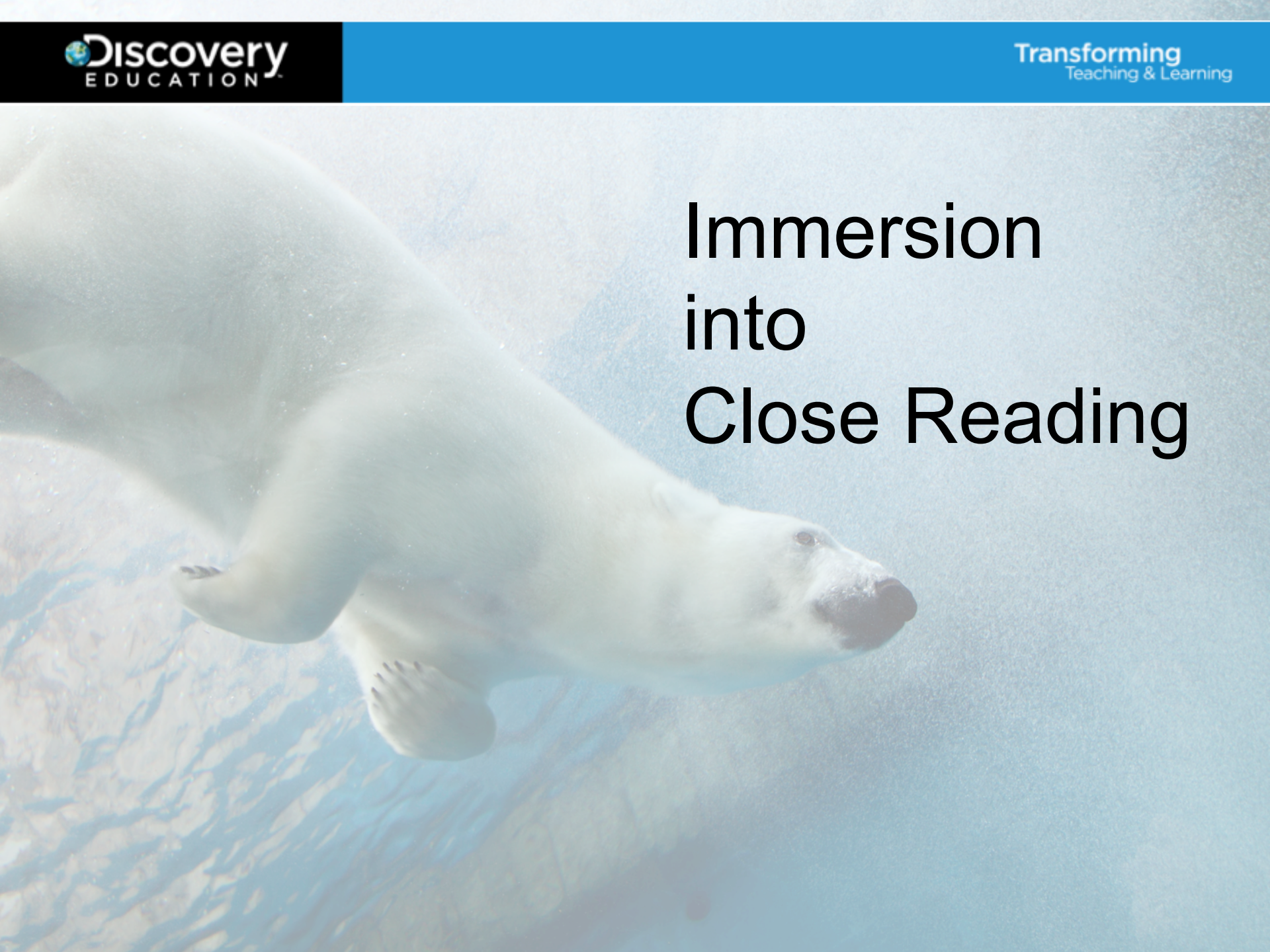
Lets? generate? QUESTIONS

Reasons to ask questions?

- if you are curious about something
- if you want to predict what will happen
- if you want to make something clear

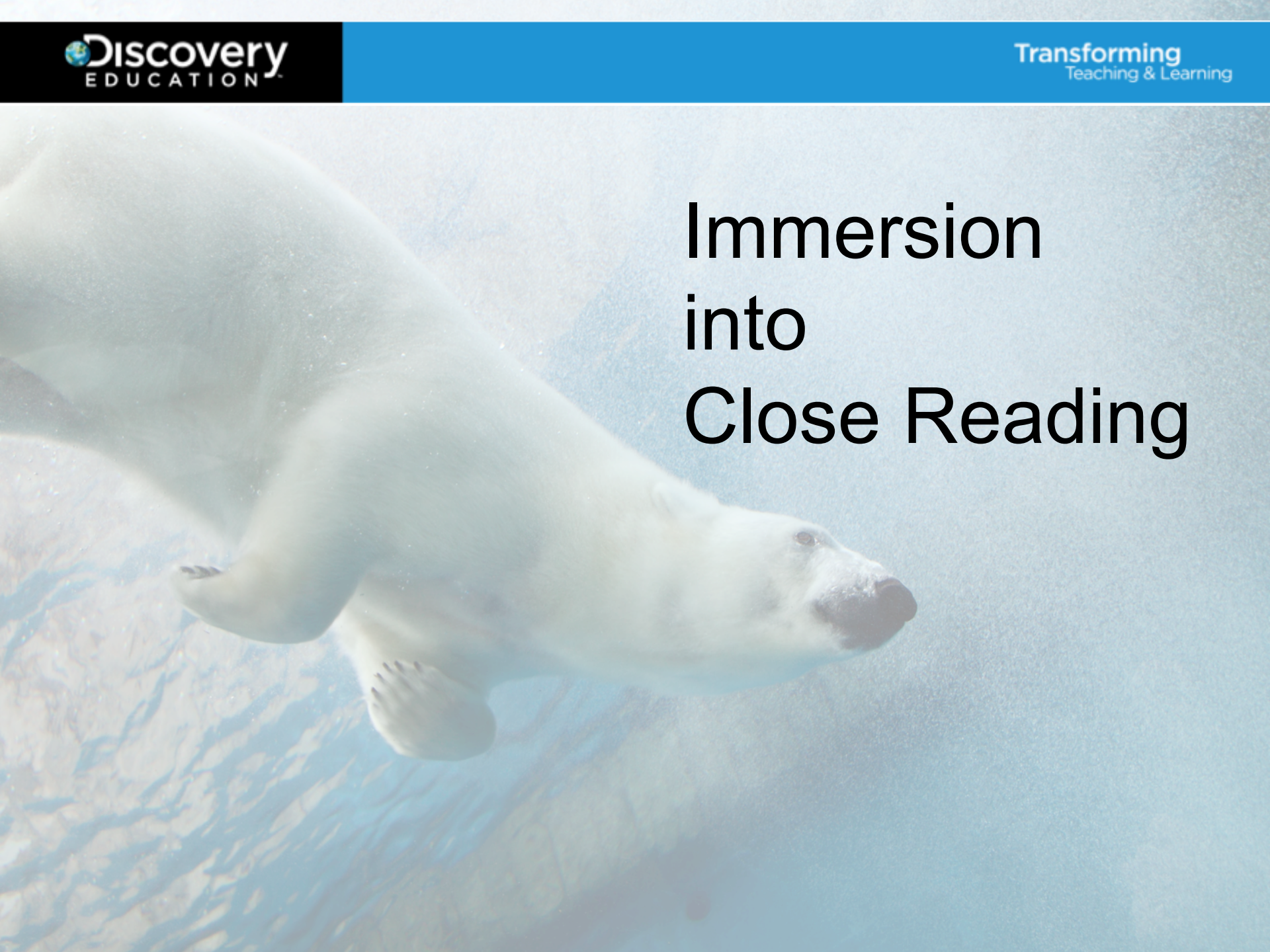
What are my questions?

BEFORE Reading:	DURING Reading:	AFTER Reading:



Immersion into Close Reading





Immersion into Close Reading



Immersion into Close Reading

**In the face of adversity,
what causes some people to prevail?**

Thin Questions

The answer is Right: There



When? Where? Who?

Thick Questions

You can't find the answer so easily

Think and Search



Why do you think? What if?

How would you? What might?

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What is this really about?

What is the message?

What BIG idea is here?

Question Matrix

	is	did	can	would	will	might
Who						
What						
Where						
When						
How						
Why						

?? Questioning ??

Thin Questions

- Right there in the book

- When?
- Where?
- Who?
- How many?

Thick Questions

- Think & search to find

- What if?
- How did...?
- Why did...?
- How would you feel if...?
- What might...?
- What do you think?
- What would happen if...?

The types of questions that students are asked about a text influence how they read it.

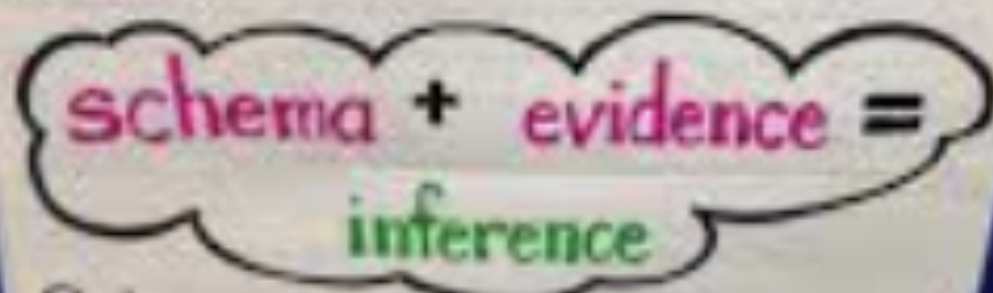


If students are asked recall and recitation questions, they learn to read for that type of information.

If they are asked synthesis questions, they learn to read for *that* type of information.

Inferring

When the author doesn't answer my questions, I must infer.


$$\text{schema} + \text{evidence} = \text{inference}$$

Put your own experience and knowledge together with clues from the text to come up with your own guess.

The background of the slide features a large, faint graphic of interlocking rings in various colors (blue, green, yellow, pink, and light blue) arranged in a circular pattern, resembling a molecular structure or a complex knot.

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Closely Read Across the Curriculum

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Planning for Close Reading

Start with Reflection:

Are the structures that support close reading in place in my classroom?

(Do my students...understand the purpose of close reading, have a system for annotation, and know how to talk with peers using language that keeps the conversation grounded in the text?)

Continue with Thoughtful Planning:

Step 1 - What text will be used?

(Consider the genre, the complexity and building access to various genres throughout the instructional day - 50% informational/ 50% literary - K-5th grade, 70% informational/30% literary - 6th grade.)

Step 2 - Reread the text closely.

Search and Annotate for vocabulary, text structure, syntax, essential understandings that students will need to "linger over" or may be the focus of the text-dependent discussions.

Step 3 - Narrow your focus.

- What is most prominent in the text?
- Connect to the standards and eligible content for specific language to use in your questioning.

Step 4 - Propose a culminating text dependent question.





**Beware of “Readicide”:
“The systematic killing of the love of reading,
often exacerbated by the inane, mind-numbing
practices found in schools”**

Kelly Gallagher

